

The School and Community

Columbia, Missouri

VOL. XIII

SEPTEMBER, 1927.

NO. 7

My Task, My Joy, My Opportunity

TODAY I meet my task, my joy, my opportunity: this group of boys and girls, this mass of life, this sum of all the living past, the germ of all there is to be.

I meet here the ages of life these bodies will mold and the eons of life that will inherit these.

I meet personalities, souls, immortals, for whom all commodities exist, the earth, the air, the sea; all science, all philosophy, and all order; all art and all beauty of sense and spirit.

These "I am-that-I am's" with their endless announcements, their developing democracies, their approaching perfections, and their ideals that move toward greater perfections.

My Task: to reveal them to themselves, to put into their hands the tools of self-realization, to let them look upon their legacies and glimpse the vision that their future holds; to move aside the screens of fear and hate and ignorance which hide them from themselves and from each other.

My Joy: to be here in this room, on these grounds, and in this community, associated with the greatest and the equals of the greatest; to be their helper, counselor and friend.

To know that in this time and place my life touches and warms the life of all that was and is and is to be.

My Opportunity: to realize through my work with them my own indispensability, my own ideals, my own eternity; to be what each one is and is to be—a Self at that Self's work.

—T. J. W.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XIII

SEPTEMBER, 1927.

NO. 7

Published monthly, except July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Annual membership dues \$2.00. 60 cents of which is to cover cost of The School and Community. Subscription to non-members, \$2.00 a year.

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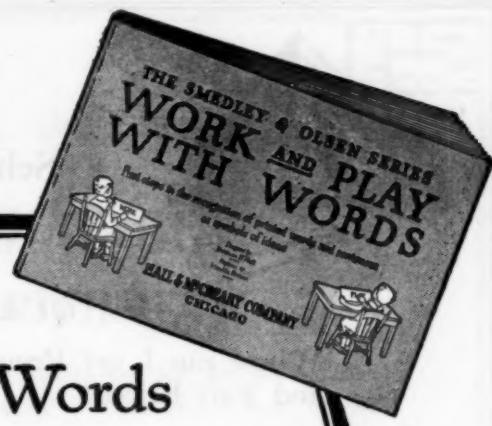
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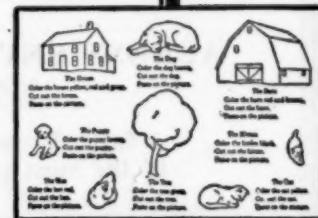
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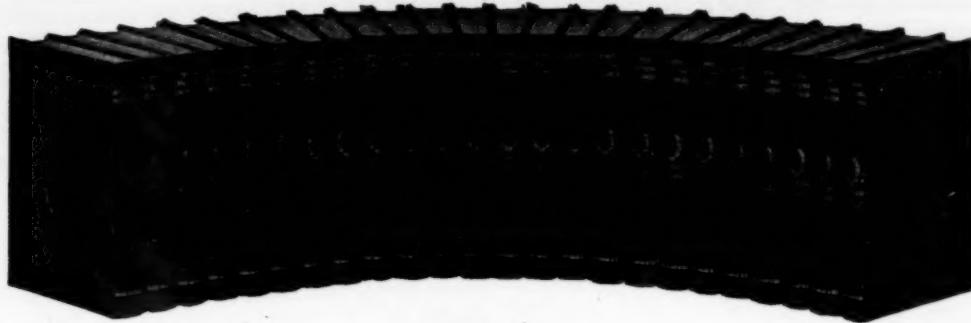
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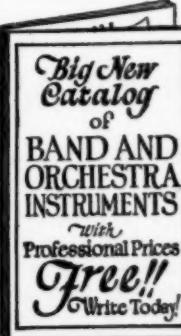
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EDITORIAL

THREE IS something about the beginning of things that impresses the human mind and heart peculiarly. Much of our literature and history is devoted to facts and conjectures relative to **BEGINNINGS** "Beginnings." The Bible recounts in stately phrases the early impressions of a race in its endeavor to find a satisfactory explanation of creation. It deals in interesting detail on the history and character of the men who were the progenitors of a great people. The New Testament is devoted entirely to the life, and elaboration of the One who laid the foundations of the Christian faith. How ardently we search the earth, for fossils, ruins, manuscripts and legends that may throw light upon the beginning! How we prize the meager messengers from the days when things were new!

When school begins the teachers form new hopes, frame new resolutions, and aspire to new attainments. At home where the parents are preparing clothes, getting books, and adjusting the daily routine to meet the needs of those who are to make going to school their chief business for the next nine months there is a renewed devotion to the cause of education, a quickening of faith in the ability of the schools to do service to their children, a strengthening of their belief that somehow their boys and girls are going to acquire the knowledge, skill, and character which will make of them the kinds of men and women that their parents had hoped to be.

And who that knows children or remembers his own school days does not know that in the early days of school there are no bad children, that all have come resolved to study harder, to obey more promptly and to be what ideal pupils ought to be.

Fortunate is the teacher who takes advantage of the psychology of the beginning to start proper habits, to foster and make permanent the propitious feelings that exist among pupils and parents.

THREE SEEMS to be a general feeling among the teachers that our legislative program would be better served and that it might move faster toward accomplishment **OUR LEGISLATIVE PROGRAM** if plans were matured earlier and action brought to bear upon the matter before elections.

There will not be a regular meeting of the Legislature until January 1929, some sixteen months from now; but it is wise to wait until November preceding the convening of the General Assembly before definite action is taken as to what our program shall be. For several years this has been our procedure, so easy is it to postpone those things that are not actually thrusting themselves upon our attention by their immediate need.

Teachers of Missouri are generally agreed upon the major needs of our school that demand legislative action. They know that the State as a whole is not contributing to the support of education in such a way as will make possible a more equitable distribution of the support of education and a more nearly just division of educational opportunity. They know that our present unit of administration is obsolete, antiquated and ill suited to the needs of the times. They know that the children of Missouri should be protected against the inefficiency of aged and decrepit teachers who are held in their positions by the simple fact that they have no other means than their monthly pay check for a livelihood.

Since it is evident that we are agreed on, at least, the general form of the problems why not get to work early for their solution? Legislators should be caused to consider the needs of our schools before they go to Jefferson City. Why wait until the Assembly is in session and a thousand demands are pressing themselves on the members for their attention?

THROUGH information furnished by S. D. Shankland, executive secretary of the Department of Superintendence we learn that the political fight against Superintendent William McAndrew of Chicago has resulted in his **VENALITY IN EDUCATION** suspension by the Board of Education until September 29th. It seems that McAndrew's enemies have been unable to secure more than seven votes of the eleven board member whereas eight are required for dismissal. The suspension of Superintendent McAndrews was on a vote of six for, to five against.

That the Mayor Thompson regime will be able eventually to bring enough pressure to bear to win the necessary majority seems to be a foregone conclusion.

According to information furnished Secretary Shanklin the citizens of Chicago who are really interested in the welfare of the schools are well pleased with the policies and attainments of the present head of their school system. He came to Chicago some four and a half years ago and found the system shot through with polities. His effort has been to supplant political preferment with professional practice, to make efficiency and ability rather than pull and political propensity the basis for promotion. He has apparently succeeded too well.

Quoting from a letter written to Mr. Shankland by a former president of the Board of Education he has accomplished the following:

"In the mind of the conscientious, hard-working teacher he has instilled greater professional pride and hope for recognition and appreciation of this character of service. The political teacher has had to take to the woods. He has succeeded in bringing up classroom attainment to the frequently expressed satisfaction of the parents. Service has been supplied with definite responsibility fixed and appropriate authority given to each officer. Progressive plans have been outlined by conference with workers. Accomplishments have been followed up and measured. Reading, writing, spelling and arithmetic have been brought higher than national standards. Failures have been reduced to five per cent. The course of study has

been revised by the teachers themselves. Citizenship teaching has developed into service to the community by the children. Citizens' committees have been enlisted in school visitation and in suggesting improvements which the schools have undertaken and secured. Generous provisions for retiring aged teachers have been put into operation. The merit system of appointment and promotion has been observed without a single variation. Improved salary schedules have been worked out. Location of buildings has been decided by impartial surveys of the entire city and based on present and future needs. Politicians who have not been able to influence policies and appointments, of course, became his rabid enemies." The whole profession should be concerned about this and the too numerous similar attempts of politicians to get control of the schools. When school board members become venal, when county superintendents think oftener and more intensely about their political fences than they do about the thousands of children under their care, when teachers become afraid to think straight and to act as their consciences direct, then God have mercy on the product of the schools! Men do not, even yet, gather grapes of thorns, or figs of thistles.

THERE IS NEED of a salary schedule for the high school instructors in the State of Missouri. Count the number of high school teachers listed in the State Directory for 1926-27 who are getting \$1200 or less and you will be amazed at the large number.

WE NEED A SALARY SCHEDULE Some states have salary schedules; many cities have made provision for advanced training in the form of a salary stipend. We teachers are in what we call a profession and yet our professional remuneration is for only nine months with three months left for preparation at our own expense. We may use this three months at some more alluring occupation or even at seeking pleasure.

The State requires much professional training but large numbers shrink from the duty of being fully equipped and too often the one who is actually facing his duty and making the preparation is

crowded out by the one who has spent his three months plowing corn or prowling for pleasure.

Salaries should be paid only to those who have met the requirements. A doctor gets no pay as such until he has met full professional requirements—so with the lawyer. Can we call teaching a profession until we recognize the training back of it?

Why not pay teachers according to hours of credit? If the teachers employed have 120 hours, apportion to each the regular \$150 quota of the state funds. If

the salary is lower than a prescribed minimum then apportion only \$50 until the standard is reached. This principle should also apply to the required hours per teaching subject.

A bonus for standard work beyond the 120 hour standard should also be given. When teachers want a thing enough to work for it they can have it. Let us strive toward a higher mark and our ambitions will be attained. Otherwise we may take what comes and let neighboring states set the standards while we take our ease and follow the line of least resistance.

—Robert Birbeck.

THE RIGHT OF THE CHILD TO BE WELL-TAUGHT

By Laura L. Runyon.

THE RIGHT of the child to be well-born is the ideal of the Eugenists, and an axiom which all will admit. The right of a child to be well taught, while equally admitted in theory, is not yet recognized as a fundamental principle by superintendents and school boards. I do not mean any idealistic condition,—but just the extent for which the community is willing to pay. As evidence let me cite the fact that many school boards in the last year have passed a rule based on a false standard. The rule is: "No married woman may be employed"! Why is it a false principle? Because it puts a non-essential in the place of an essential. Or, they even add to this absurd rule a clause in their contract with women teachers which says, "Any woman who marries during the school year must resign." The right of a child to be well taught requires good teachers. Good teaching does not depend upon celibacy, but as Supt. Lee believes, on "ability to serve." How did this fool rule get started, and how has it spread over the state—even the states—like a blight? Two reasons: first, —during the war teachers were scarce, married or single. Many a married woman with qualifications for teaching was besought by her home school board to do her "bit" during the war by teaching the school, while her unmarried predecessor got a bigger salary in a clerical position in Washington. It may be that

in some cases her rôle of teacher and house-keeper conflicted,—yet I know that many of these married women—who had been persuaded to teach, came to the Teachers Colleges during the summers to get new ideas in teaching. They received no more salary for this, it merely satisfied their consciences that they were adequately doing the work they had undertaken.

When the war ended many of them desired to continue. More than that, many other married women, with or without children, began to look toward teaching as a means of increasing the family income of husband teacher—all too small, as every teacher knows.

The second reason for the absurd rule was the return of many former teachers to their home towns when the war was over, also the activity spirit took possession of the young during the war, so that the desire to earn money induced many more girls to look to teaching as an occupation. There was a surplus of teachers where there had been a dearth. Many of those who returned would have to take lower salaries than they had been receiving, and would be discontented. Most of the young unmarried women who applied to the school boards in numbers, were inexperienced and would be temporary. All were asking the superintendents and school Boards, "Is there a vacancy?"

The solution was found by some superintendents who recalled some sentences from somewhere back in the Nineteenth Century. They ran like this: "A husband should support his wife"; "Woman's place is the home." They sounded chivalrous! They sounded for-the-good-of-society. No one had talked this during the war,—but of course that was different.

These bright ideas were discussed by school boards. Some of the members had friends whose daughters wanted jobs. Presto! came the rule and the clause in the contract. **Exclude the married women and there would be vacancies.**

Many a superintendent reluctantly admits that the married woman dismissed, and who sadly withdrew—was a better teacher than the unmarried little girl who took her place, and the next year, so often went to another place, or married, bringing continued change.

What about the rights of the child to be well taught? Are superintendents and school boards employed to secure this end to the fullest extent the community will pay for? Or are they elected to carry out some obsolete conception of what is good for society? The first quarter of the twentieth century has unquestionably ushered in a new age. The number of women in business constantly increases. "Ability to serve" not any other principle, makes for the greatest efficiency and prosperity.

Not sex, not marriage, not "need of a job" should debar the child from his right to have the best teacher his community can afford. The superintendent and the school board who cannot keep pace with the progressive side should likewise give place to those who comprehend that their job is recognizing the fundamental principle upon which future citizens of the state can be trained to serve themselves and the state,—and that is the right of the child to be well-taught to the fullest extent his community can pay for.

If this practice among school boards to debar any woman, just because she is married, continues to spread, the teachers' colleges will have to warn the married woman who seeks to study—"You must understand you probably cannot get a job unless you get rid of your husband or we have another war"! The state does not specify, in providing funds for training teachers of the state, that women teachers must not marry.

In a neighboring state, a woman teacher married, and although her contract had the clause that she must resign if she married during the school year, she refused to resign and took her case to court. The Judge decided that such a contract was void, since it was in restraint of marriage, and a contract restraining marriage was clearly against public welfare and therefore could not be enforced!

OUR STATE M. S. T. A. PROGRAM 1927

By Genevieve Turk, President.

THE CURRICULUM is one of the liveliest topics before teachers today. We shall have one entire general session devoted to it under the direction of Dr. Harold Rugg of Teachers College, Columbia University, New York. He will have with him on the program possibly Dr. Kilpatrick, Dr. Bagley, Dr. Judd, and Dr. Ernest Horn, one or more of those educational celebrities.

The newer fields of education, vocational, character, extra curricular, and aesthetic, will be given attention. The best exponents of these particular fields to be found will have places on the program. Rural education will be represented by Dr. Geo. A. Works, Head of Rural Edu-

cation at Cornell University. Science will have Prof. Geo. Blakeslee, one of the staff photographers of Yerkes Observatory, University of Chicago, on Recent Photography of the Heavens.

Dr. Sarah Sturtevant of Columbia, New York will speak on Guidance as a means of character building.

Individual instruction will be presented by its most enthusiastic and practical exponent, Dr. Carleton Washburne of Winnetka.

Dr. Fretwell of Columbia, New York will represent the extra-curricular field.

Armistice morning, November 11th, will have a galaxy of international speakers on international subjects: Dr. Manley O.

Hudson of the Secretariat of the League of Nations and a Missourian; Bertrand Russell, the famous English author, philosopher, and economist; Dr. Will Russell, the new dean of Teachers College, Columbia University, New York, an authority on education abroad. Two of the most interesting general speakers will be Dr. Will Durant, author of the Story of Philosophy and Dr. Bruno Roselli, Professor of Italian

at Vassar, who will give a first hand view of Mussolini and Fascism in Italy. We have tried to bring to the teachers of Missouri in our prospective program for November a balance between the best to be had along professional lines and the best along lines of general national and international interest.

Herbert Hoover on Flood Control or Inland Waterways is a possibility.

THE SINGLE SALARY

By Nell E. Lain.

FOR A NUMBER of years, the M. S. T. A. has carefully considered the question of the Single Salary Schedule and has passed several favorable resolutions pertaining to the problem. This type of schedule was endorsed by the assembly of delegates in 1923, 1925 and in November 1926 at the Convention in Kansas City the following resolution was adopted by the Delegate Assembly:

Section II. "We renew our endorsement of last year of the Single Salary Schedule."

The resolution indicates that the question is a current one; and that, after due deliberation, the principles underlying the schedule are believed to be fundamentally sound. The schedule has been endorsed repeatedly not alone by the M. S. T. A. but also by other prominent educational organizations including the N. E. A. The Department of Classroom Teachers of the N. E. A. has made intensive studies of the problem and has expressed approval of the principles upon which the schedule is based.

In the February 1925 issue of "The School and Community," Superintendent Evans presented the Monett situation and the Editor of "The School and Community" made this introductory statement to the article, "Should the physician who specializes in the treatment of infants be content to receive less than the physician who treats adults? Is there an analogy between teachers and physicians?" These questions embody a recognition of one of the essential values of the Single Salary Schedule; namely, that teachers should be honored for seeking the place in the educational system which they are best fitted

to fill and in which they are able to render the greatest service to the community.

In an earlier issue of "The School and Community" that of December 1925, the School Men's Club of Kansas City, Missouri were given space for the printing of an article which makes a few statements that might be given some attention.

The following statements were made: First, "A salary which supports a single woman on a standard demanded by the teacher's position cannot be stretched to provide educational and social needs of the dependent family of a married man."

This raises two questions; first, are teachers to be paid according to their personal responsibilities or in proportion to the services they render? Second, do the dependents of men in the profession demand greater financial assistance than those of women?

The article further states, "The slogan is misleading. To the layman it gives the idea that the service of women in the schools is equal to that of men. This idea is false."

Isn't this a questionable deduction from a false premise? Truly children are greatly benefitted by having the broader opportunity of being taught and influenced in their earlier years by both men and women as neither alone can adequately mold the viewpoint of awakening youth. Because of this need, the measures necessary for securing desirable men must be given thoughtful and careful attention but not overestimated. It has not been conclusively demonstrated that the services of men in the schools are more valuable than those of women.

Again we quote from the article, "The problem of the elementary teacher is largely a problem of method, the learning and even the habit of mind secured by higher scholarships are not merely useless in her classroom procedure; they may hinder her in her contact with children."

Is this a criticism of the Single Salary Schedule or is it a criticism of our higher institutions of learning? If these higher institutions send forth such snobs, such failures as those who are unable to meet the social obligations demanded of one who is to lead little children to start on the road of life with all of their powers made alert, do we not need to correct these institutions rather than to support the idea of untrained teachers? Isn't the reason for there being more under-trained teachers in the elementary schools to be found in the fact that the demand for teachers to educate the masses has been so great that the supply of trained teachers was insufficient, not that the untrained teachers were more desirable? Does not this false standard of retaining the less-trained teachers in the elementary schools act as a detriment to the educational scheme, weakening the system at its foundation? This is not an argument that

the teaching force in the schools beyond the elementary grades should be inefficient and untrained. The leaders of our future citizenship will probably be found among those seeking and attaining higher educational advantages and they must be given the best possible instruction. But it is just as vital to train the masses, many of whom are not able to continue their schooling, to be a thinking, reasoning group. Otherwise even the most proficient leaders would be unable to lift the standards of our citizenship. Perhaps the financial difficulty will require time to bring the proper adjustments, however this has not been an insurmountable obstacle to the plan.

The matter of administration is really the keynote to the whole situation and a number of factors must be carefully guarded. Degrees are not infallible even though higher education is eminently desirable with our present day facilities for attaining it. Great injustice is often inflicted upon those of long years of service—a service which very frequently develops superior qualifications because the growth takes place while the teacher is actively engaged in teaching children. It is indeed necessary to study this problem with open-minded judgment as it deals with unproved situations and requirements.

"I Am Just a Teacher!"

FANCY! "Just a teacher!" In a belittling tone this is said of the greatest post of potential influence in life today next to a mother. So said once a teacher I know. Then one night the vision came to her. To her lips came, "I am nothing." But her soul said, "I am everything." She shook herself loose from her bondage, as the dew is shaken by the lion from his mane. From that day her work in her class changed: her eye took on a new radiance to her children: her voice that of the supreme confidence which God gives to us all to bring into being. She had lighted the Divine spark within her. Within fifteen months she was the head teacher of her floor, and another eighteen months found her principal of the entire school. Today into hundreds of hitherto perplexed eyes of the little foreigners in her school she has put a steady light: a true Americanization has entered into their hearts and minds, and every June she is sending out into this wonderful America of ours, a line of true little Americans who, within a few years, will register the teachings of this one woman at the ballotbox and in the homes of our land!

"Just a teacher!" That is all she is. But what an "all"! The "all" lay in the fact that she came to herself, fully grasped the titanic opportunity placed within her grasp by an Allwise God, and, with her head high, her eyes seeing straight and clear, and her heart singing at the marvelous chance at her command, which she had almost missed, she went to her work. She didn't *bend* to it: she *went* to it! "Just a teacher." Great heavens: the opportunity of the ages! A privilege: a chance for power that comes to *few*—God-given: born as straight of Providence as a light from Heaven.—*Edward W. Bok, in "Dollars Only."*

FIRST STEPS IN ART APPRECIATION

By Ella Victoria Dobbs.

ELMER E. BROWN once told how he began to develop appreciation of music by describing his first acquaintance with oriental rugs. While walking along the street with a friend who was a great lover of rugs they came upon a store where oriental rugs were for sale and the friend insisted upon going in. As they looked about the friend pointed out to him the distinguishing characteristics of a certain kind of rug. After that whenever he saw an oriental rug he looked to see if it had that mark. He felt a personal acquaintance with that one type. In the same way he began his acquaintance with music. He learned to recognize the melody of a certain piece—perhaps it was Schubert's Serenade. When he went to a concert he looked over the program to see if his friend was there as one might seek out the face of the one known member of the orchestra. By and by he became acquainted with other rugs and other pieces of music until he counted many friendly acquaintances among them. In some such way all art appreciation begins. It is a sense of friendly acquaintance which grows steadily into a circle of friends. Appreciation of great masterpieces of art and literature grows thru the friendly acquaintance with one and another picture or poem or character.

In attempting to guide the development of appreciation, the importance of the friendly element must not be undervalued. Appreciation may be defined as a combination of knowing and feeling. We like or dislike certain objects and situations. Our likes and dislikes may be based upon mere personal whims or they may have a background of knowledge and fine discrimination.

The more we know the more correct our judgments are likely to be but the element of feeling plays a large part and must not be overlooked.

If the historic and technical information about a picture is made too prominent or given before any interest is awakened in the picture itself the burden of learning cold facts may and often does prevent the awakening of any real interest in the picture.

Art is the embodiment of our joy in life. The love of beauty is born with us and expresses itself in our happy moments. Our attempts to cultivate and refine this tendency should increase our love of beauty and our joy in its expression. The new Elementary Courses of Study offered by the State Department this fall provides for special emphasis on picture study. Ten pictures of universal appeal are suggested for study. This selection is particularly adapted to use in the rural school where study by grades is difficult. These pictures may be secured thru the Pupils' Reading Circle at a moderate price. They are put up in a convenient folder containing ten large pictures for display and packets of small pictures for individual use. It is suggested that as each picture is taken up for study it be displayed for awhile without comment allowing its message to be interpreted by the children. The teacher will learn much from the pupils' unrestrained comments which will help her later in building her teaching upon their experience and interest and leading the children to see new beauty they had not found, thus increasing their enjoyment of the picture and all it suggests. Little by little the historic and technical elements may be introduced, very little with the beginners and increasing as interest develops. Interest will be stimulated thru pride of ownership if the small pictures are mounted and fastened together in book form accompanied by such descriptive matter as the children are able to prepare. Needless to say these booklets should be the actual expression of the pupils and should steadily improve in character and quality thru the grades.

While the first and prime purpose of picture study is to permit and encourage enjoyment of real beauty, if the joyous factor is wisely emphasized there will be a reflex interest in beauty as it may be expressed in other phases of our lives and a stimulation toward beautiful expression in many fields.

A certain city superintendent was quoted as saying "Oh, yes, Art Appreciation is the thing now and we will devote all our art time to picture study."

This remark suggests the most characteristic and mistaken attitude of many people today, but pictures are not all of art. The element of beauty enters, in greater or less degree, into all we do. It is not a thing apart. We all use or abuse the fundamental principles which make for beauty in color, form and proportion. As a nation we are awakening to the importance of this fact as is evidenced in such articles as "Beauty, the New Tool of Industry" recently appearing as the first article in the Atlantic Monthly. All other things being equal the better looking articles sell first or at higher price. We "size up" a stranger by his "looks." These and many other evidences indicate the need of developing appreciation of beauty and its control as it appears in our everyday surroundings. Often the beginning of appreciation will come thru learning how to make some everyday experience more satisfying by adding to its beauty. But if our demands for beautiful expression only emphasize the labor, we

may develop the attitude of a certain old man in a remote district. The stranger who had spent the night in the cabin was endeavoring to make a comfortable toilet with the aid of a tin basin on a bench at the back door. The old man looked on in silence for awhile and then said, "Wall, Stranger, you do be a heap of trouble to yourself, don't you?" Again the emphasis on feelings. If our emphasis on beauty seems only to cause trouble, appreciation will be slow to develop. If we fail to touch the mainspring of the child's real interest our picture study may produce a negative result like the case of the boys who bought "the ugliest picture in the store" in their earnest desire to gratify the peculiar taste of their otherwise beloved teacher.

Our likes and dislikes are based on our feelings and in the last analysis we are what we like. Happy the day when we learn so to present life to the young folks that the best will be most likable.

THE WORLD CONFERENCE AT TORONTO

By C. H. Williams, Secretary, World Federation of Education Associations.

THE KEY-NOTE of the World Conference on Education which was held at Toronto, Canada from August 7-12 lay in the emphasis placed upon better international understanding. The peoples of the world must know each other better if wars are to be averted and the highest ideals of humanity realized. Plans were laid looking to the closer union of the organizations now belonging to the World Federation, and to the farther extension of the aims and ideals of the Federation among teachers' associations which have not yet affiliated with it. The conference went on record as favoring a more general exchange of teachers, the improvement of teaching methods, the abolition of illiteracy in the world, and the promotion of international good-will and world peace. Among the most far-reaching actions taken by the Conference was the approval of the reports of several of the committees working on the Hermann-Jordan plan for World Peace.

The rapid growth which is being made by the World Federation can be under-

stood from the fact that two years ago at the time of the Edinburgh Conference only seven organizations had joined the World Federation, where as the present time thirty-three organizations belong and the applications of others are awaiting approval.

The total registration at the meeting was approximately forty-one hundred, which is an increase of more than fifty percent of the attendance at Edinburgh two years ago. The attendance from Canada and the United States was largest. The British Isles stood third, with a delegation of two-hundred and fifty teachers. Among the other important delegations were those from China, Japan, and India. Representatives were also in attendance from Mexico, Persia, Hawaii and a number of countries of continental Europe.

Missouri was ably represented by Mr. T. J. Walker, editor of *The School and Community*, and by President Uel W. Lamkin of the Northwest Missouri State Teachers College, both of whom were official delegates of the National Educa-

tion Association. One of the most interesting addresses of the entire conference was given by President Lamkin. Other persons in attendance from Missouri were: Dr. A. Ross Hill, former president of the University of Missouri and Mrs. Hill; President Joseph A. Serena of the Southeast Missouri State Teachers College; President Eugene Fair, Northeast Missouri State Teachers College; President Roy Ellis, Southwest Missouri State Teachers College; and Miss Kathryn Spangler, county superintendent of Henry County.

Commissioner A. O. Thomas of Augusta, Maine who has been president of the organization since its organization in 1923 was re-elected to that important office. Mr. Harry Charlesworth of Canada, Dr. P. W. Kuo of China and Dr. M. Sawayana-nagi of Japan were re-elected directors. President Fred Mander of the National Union of Teachers of England and Wales, Mr. Thomas Henderson, Secretary of the Educational Institute of Scotland, Mr. T. J. O'Connell, Secretary of the Irish Na-

tional Teachers Organization, Miss Annie Woodward Somerville, Massachusetts, Miss Selma Borchardt, Washington, D. C., Mr. P. Seshadri, President of the All India Federation of Teachers' Associations, Mr. P. A. Inamdar, head of the Department of Education, State of Aundh, India, Dr. Otto Tacke of Stettin, Germany and Mr. G. R. Parker of London, England were elected new directors. The directors holding over are Mr. Frank W. Goldstone, General Secretary, National Union of Teachers, London, Miss Mary Tweedie, Head-mistress Edinburgh Ladies' College, Dr. D. D. MacDonald of Toronto, Canada, Mr. Walter Siders, Superintendent of Schools, Pocatello, Idaho and Dr. P. Ling of Peking, China.

One of the most beneficial factors of the meeting consisted of the contact with teachers from every part of the world. Highly interesting and instructive as were the addresses and discussions, perhaps what will be remembered longest are the many friendships which were formed and which will in many cases continue for years to come.

A SENSE OF HUMOR FOR THE TEACHER

By Ida Belle Watson.

GIVE ME A sense of humor and the power to laugh," reads a portion of "The Morning Wish," which appeared on the cover of a recent issue of "The School and Community." On first reading this wish we might be inclined to think it a frivolous one. We might even remark that it was the reflection of a shallow and flippant mind, but after giving careful consideration we would undoubtedly be convinced that a sense of humor and the power to laugh is an invaluable asset to the successful teacher.

People have often asked why so few teachers have a keen sense of humor. The teacher will invariably say that it is because there is so much work, worry and responsibility attached to the teaching profession. This might be true to some extent but as a general rule it is because their hearts are not in the work. They are teaching not because they really like to but because they are afraid to try

some other profession. They let their own personal worries come between them and their work. They spend a great deal of precious time in pitying themselves.

There are some teachers who seem to have a chronic grouch. It would be impossible for one of them to tell a joke or laugh at a bit of every day comedy. This type of teacher who sweeps into the room with a scowl on her face will implant fear and contempt in the minds of her pupils. But on the other hand the teacher who pauses in the doorway of her classroom, condescends to look down upon her pupils and give them a cheerful greeting or tell them a humorous and appropriate story will accomplish far more than the one previously described. Many important facts have been instilled in the minds of the students by the use of a clever story or a humorous experience. Do not misunderstand me and think that I would advocate "turning the classroom into a playhouse or sugar coating all facts and

theories" that every student should learn, but I do believe that the teacher with the sense of humor and the power to laugh can teach children these facts and yet make them pleasant and agreeable to the child.

Furthermore, the teacher with a sense of humor and the power to laugh will be universally liked. A favorite teacher will be able to get more concentrated work from her pupils than an unpopular one. Is it not natural for anyone to try harder to please those he likes best? Then the child will spend far more time on his favorite teachers assignment because he scarcely realizes that he is doing the work for himself and not for his teacher.

It is a well known fact that every teacher does have a certain amount of worry; certain burdens that seem almost too heavy to carry at times. There are other times when she honestly believes that every individual and the world in general is against her, but is she playing fair with those who are forced to be under her care, when she comes before them in that state of mind. When we consider how susceptible a child is to every mood of his teacher, how he is influenced even by the tone of her voice and the expression on her face, what must we think of that teacher who carries gloom to those she is supposed to teach, to inspire and to cheer? A person with that sort of disposition will

find very little happiness in teaching. If we cannot find happiness in our work where will we find it?

Comrades, if you do not have a slight sense of humor and cannot acquire it, or, if you do not have that optimistic view of life to believe that every cloud has a silver lining, lay aside the title of teacher and get a position as a sheep herder or a forest ranger or some other worthy occupation where you will not have to come in contact with young people, or better where young people will not have to come in contact with you.

Life at its best is sometimes drab and tragic but in all professions, especially the teaching profession we must look for the bright side. We must cultivate an optimistic disposition and a sense of humor.

This element is sadly lacking in many of our homes. We have only to study the faces in our schoolroom, or those that we see on the crowded street cars to be convinced of the fact that a great many people, come from homes that have more clouds than sunshine. For this reason if for no other the teacher should strive to keep cheerful. Each morning before entering her classroom she should forget her personal cares. She should give herself entirely to the pupils in her keeping and learn "to laugh, to lift and to love."

"Give me a sense of humor and the power to laugh."

MORE ABOUT GROUP INSURANCE

IN THE MAY issue of THE SCHOOL AND COMMUNITY was described at some length the plan for group life insurance which the Executive Committee of the Missouri State Teachers Association had arranged for the benefit of the members who might wish to take advantage of it.

Since that date over 200 policies have been issued amounting to more than \$1,000,000.00 total insurance. Teachers all over Missouri are interested and many questions are being asked regarding it. We publish the following information which will answer, we think, practically every question that may arise:

(1) Any member of the Missouri State Teachers Association, regardless of where he resides, engaged in educational work or who is

a student in a college preparing himself for the teaching profession, may take out this group insurance in accordance with plan adopted by the Association.

(2) If you discontinue teaching your insurance remains in force, providing you continue your membership in the Missouri State Teachers Association and pay your premiums.

(3) No medical examination required; no age limit; due to use of an average premium all pay alike.

(4) Rate guaranteed for five years—thereafter based on the actual experience of this group.

(5) This insurance will be issued in \$1,000.00, \$2,000.00, \$3,000.00, \$4,000.00 or \$5,000.00 policies. You cannot increase it later.

(6) Due to the use of an average premium, including the "service charge" of \$1.00 per policy going to the Association to pay the cost of handling this coverage:

\$1,000.00 Policy costs \$ 7.00 annually.
 \$2,000.00 Policy costs \$13.00 annually.
 \$3,000.00 Policy costs \$19.00 annually.
 \$4,000.00 Policy costs \$25.00 annually.
 \$5,000.00 Policy costs \$31.00 annually.

Premiums payable annually in advance to the Association.

(7) You may, if you wish, without medical examination convert your policy to any form of Ordinary Life, 20 Pay Life or Endowment Insurance written by the Company.

(8) Protection in case of death at any age from any cause. In the event of permanent and total disability before age 60 the face of your policy is paid to you.

(9) You may change your beneficiary as often as you find necessary.

(10) Officers of Missouri State Teachers Association will hold master policy and an individual certificate will be issued by the company and mailed by the Association to each one taking this insurance.

(11) The insuring company, The American National Insurance Company, of Galveston, Texas, is said to be the largest of all Southern companies having over \$425,000,000 insurance in force and in excess of \$27,000,000 admitted assets.

(12) If you wish to apply for this insurance and are not ready to pay for it now, send Mr. Carter your application for the insurance with a post-dated check for the premium. Your check will not be cashed until time indicated by you, and your insurance will become effective the first of the month following the date of your check.

(13) See specimen policy on Bulletin Board of your building or in the office of your County Superintendent for additional information.

Send your applications and check to Mr. E. M. Carter, Secretary of Missouri State Teachers Association, Columbia, Missouri.

Ask your Superintendent for application card and blank check.

Make all checks payable to E. M. Carter, Secretary.

The following letter from the insuring company was in reply to a letter from Secretary E. M. Carter and answers specific questions specifically.

Mr. E. M. Carter, Secretary-Treasurer, Missouri State Teachers Association, Columbia, Missouri.

Dear Sir:

We have your letter of July 3d asking that we give you the answers to the following questions which are representative of the ones received by you from the members of the Missouri State Teachers Association.

1. Can one take out insurance even though he lives outside the state provided he is a member of the Missouri State Teachers Association?

Ans. If a person is a member of the Missouri State Teachers Association he may take out group insurance in accordance with the plan adopted by the Association, even though he does not reside in the State of Missouri.

2. If one lives in Missouri and takes out insurance as a member of the Missouri State Teachers Association and then moves out of the state, will his insurance be continued provided he continues his membership in the Missouri State Teachers Association?

Ans. Group insurance taken out by any member of the Association, who later moves out of the State of Missouri but retains his membership in the Association, may be continued the same as if he were still residing in Missouri.

3. Can one continue his insurance provided he continues his membership in the Missouri State Teachers Association even though he quits teaching?

Ans. Group insurance taken by any member of the Association while he is actively engaged in teaching may be continued by him after retirement from active service, provided he retains his membership in the Association according to the Associations' rules.

4. Are students in colleges who have taught, or are planning to teach, permitted to take out insurance provided they are members of the Missouri State Teachers Association?

Ans. Students in colleges, who have taught or who are preparing themselves for the teaching profession, and who are members of the Missouri State Teachers Association, are eligible for group insurance in accordance with the plan offered by the American National Insurance Co.

Trusting that this is the information desired and that you will let us know at any time we can be of further service to you, I am,

Yours very truly,
 H. O. BROWNE,
 Assistant Manager.

As was said in the May issue this form of insurance furnishes cheap immediate protection. It is renewable life insurance at a rate considerably less than the ordinary for such insurance issued individually. It, of course, does not carry investment features, pay dividends, buy extended or paid up insurance such as the regular life insurance policies carry at from four or eight times the cost.

It is the desire of the Committee, therefore, that no teacher regard group insurance as worthy of supplanting the regular forms of insurance which carry investment and saving features.

However, the cost of this is so low that it need not prevent one from taking our

other insurance. It furnished protection at a price all can afford; the elimination of medical examination makes it convenient and gives protection to some who might not otherwise get it; the possession

of such insurance will insure the payment of debts and expenses in case of death. The disability clause makes possible the advantages of protection in case of permanent ill health or injury.

GREETINGS FROM THE NATIONAL EDUCATION ASSOCIATION

Cornelia S. Adair, President.

It gives me pleasure to send to the teachers of Missouri the greeting and good wishes of the teachers of the nation. It is a privilege to share with you just pride in belonging to America's great army of a million teachers. It is our privilege to be surrounded by the freshness of growing children. It is ours to know the joy of looking forward into a richer and better life for tomorrow. It is ours to be associated with the finest men and women our nation knows. Not in business nor in any other profession are finer men and women to be found than grace our schools as executives and teachers. The conventions of our state and national associations are inspired by great ideals of devotion to childhood and service to society. In seeking to have the entire profession enlisted and at

work on its problems these associations are helping to build a better nation and a better race. Our opportunities in professional organization are no less important than those in the schools. We enjoy such educational advantages as we have because others before us worked for them. We can pay our debt to our pioneer predecessors only by taking up the torch and pressing ahead toward the goals that we have set for ourselves through our organizations. Let us keep the child in our midst and insist that he shall have a fair start in life—a home-like schoolhouse, a curriculum that meets the needs of today and tomorrow, and above all

a competent and well trained teacher to lead and inspire him to make of himself a citizen worthy of this great epublic.

Cornelia S. Adair, Pres. N. E. A.





State Department of Education

Sanford Joins Department.

O. G. Sanford, superintendent of the Trenton schools for the last eight years, joined the Department August 1. Mr. Sanford has the position of Teacher-Training Inspector. This Department will expand its activities so as to allow Mr. Sanford to spend considerable time examining the departments of education in the Junior and Senior colleges of the state and to give all the attention possible to the teacher-training high schools.

Mr. Sanford was a teacher in the rural schools of Missouri for eight years. He began his high school administration work as superintendent of Armstrong where he served three years. Following this he was superintendent of schools at Palmyra seven years from where he went to Trenton to take charge of the schools. He served Trenton eight years and during this time organized a junior college at that place. This college became fully accredited the first year. In addition to the regular session through the school year the college conducts a summer school.

Mr. Sanford was graduated from the Northeast Missouri Teachers College at Kirksville and has done graduate study in the University of Colorado and the University of Missouri.

Courses of Study.

No requests should be made for a "high school course of study" without designating the subject in which the course is desired. Courses in syllabi are available in everything but English, Mathematics, Social Science and Commercial subjects. These will be published as soon as possible and distributed where needed.

Professional qualifications.

A new bulletin devoted to Organization and Administration of high school districts is now in the hands of the printer. However, we have thought best to publish the professional qualifications contained in this publication. This section of the bulletin follows:

1. Superintendents and Principals.

Superintendents and Principals of approved school systems shall have completed 120 semester hours of college credit above the

four-year high school course with 24 hours of Education, 9 of which shall be in Administration and Supervision. All new superintendents and principals employed after September 15, 1927, shall meet these requirements. The terms **Superintendent** and **Principal** as used in these regulations apply to those administrators devoting at least one-half time to Supervision.

2. Qualifications of Teachers in Junior and Senior High School:

All new high school teachers employed in first, second or third class school systems after September 15, 1927 shall have completed four years of college work in a standard institution (above a four year high school course) with fifteen hours college work in Education. Provided, the four year college requirement for high school teachers in second and third class high schools, shall not become effective until September 15, 1928. All teachers now employed in a high school of any class will be considered qualified to continue teaching in a high school of the same class, provided they make at least six semester hours of college work each year in summer school. The above mentioned fifteen hours in Education must include the following courses:

(a) Principles of Secondary Education	.....	2½ or 3 hours
(b) Educational Psychology	.....	2½ or 3 hours
(c) Technique of Teaching in High School, Observation and Apprentice Teaching	.....	4 to 6 hours
(d) Electives to be chosen from the subjects listed below	.....	3 or 5 hours
1. Educational Sociology	.....	2½ or 3 hours
2. Special Methods in the Field of the Teachers Major Subject	.....	2 or 3 hours
3. Educational and Vocational Guidance	.....	2 or 3 hours
4. Tests and Measurements for Secondary Schools	.....	2 or 3 hours
5. Observation and Practice Teaching	.....	2 or 3 hours
6. History of Education	.....	2½ or 3 hours
7. Mental Testing	.....	2½ or 3 hours
8. Psychology of High School Subjects	.....	2 or 3 hours
9. Psychology of Adolescence	.....	2 or 3 hours
10. Extra Curricular Activities	.....	2 or 3 hours

NOTE: The State Department of Education recommends that all High School Teachers have a two-year course in Apprentice Teaching under specialized supervision. The Department reserves the right after due notice to make Apprentice Teaching a requirement for High School Teachers.

3. First Class High Schools.

- (a) Teachers in first class high schools should devote fifty per cent of their teaching time to the teaching of subjects in which they have an academic major of twenty-four hours in college preparation. The remainder of their teaching time should be devoted to the teaching of subjects in which they have an academic minor of at least twelve hours.
- (b) In addition to the general educational requirements set forth above, all teachers in first class high schools must meet the following subject hour requirements:
 - 1. Social Studies (including History, Geography, Civics, Citizenship, Vocations, Sociology, Economics and American Problems). A major in social studies which should include seven and one-half hours in each subject taught. Subjects offered as preparation for teaching Citizenship may in some cases be offered also as preparation for teaching American Problems.
 - 2. English. A major in English with five hours in Composition and five hours in Literature.
 - 3. Industrial Arts. Twenty hours in Industrial Arts, which must include five hours in each subject taught.
 - 4. Psychology. Three hours in General Psychology and three hours in Educational Psychology.
 - 5. Music. Fifteen hours in Music.
 - 6. Art. Fifteen hours in Art.
 - 7. Modern and Romance Languages. Fifteen hours in each language or ten hours plus three units of the same language in high school.
 - 8. Mathematics. Fifteen hours of College Mathematics or ten hours of college Mathematics plus three units of high school mathematics.
 - 9. Science. A major in science with a minimum of ten hours in each science taught.
 - 10. General Science. A major in science including 5 hours of physical science and 5 hours of biological science.
 - 11. Physical Education and Hygiene. Fifteen hours with special preparation in each phase of physical education and hygiene taught. The Department of Education recommends that as soon as is possible teachers be employed for this work who have a major in physical education and hygiene.
 - 12. Library Science. In every first class high school there should be a teacher who has had at least one course in Library Science.
 - 13. Vocational Agriculture. Teachers of Vocational Agriculture must receive special approval for this work from the Department of Vocational Education.
 - 14. Home Economics. Twenty semester hours with a minimum of five hours in each subject taught.
 - 15. Commercial Courses. Full time commercial teachers must have a major in Commerce including seven and one-half hours in each unit subject taught and five hours

in each one-half unit subject taught. Part time commercial teachers must have seven and one-half hours in each unit subject taught and five hours in each one-half unit subject taught.

- 16. Teacher-Training. Teacher-Training teachers must have special approval from the State Department of Education.
- 17. Vocational Home Economics. Teachers of Vocational Home Economics must receive special approval for this work from the Department of Vocational Education.
- 18. Trades and Industries. Teachers of Trades and Industries must receive special approval for this work from the Department of Vocational Education.
- 19. General Agriculture. Fifteen hours in Agriculture including two and one-half hours in each of the following: Animal Husbandry, Plant Production, Soils, and Farm Management.

NOTE: The term major as applied to these requirements is used to mean at least 24 hours of college preparation in a subject.

4. Second Class High Schools.

- (a) Teachers in second class high schools must meet the same subject hour requirements as those set up for teachers in first class high schools. It is recommended that second class high schools devote their time to the teaching of English, Social Studies, Mathematics, and Science in order that qualified teachers may be secured.

5. Third Class High Schools.

- (a) Teachers in third class high schools must meet the following subject hour requirements:
 - 1. English. Fifteen hours of college English including 5 hours in Composition and 5 hours in Literature.
 - 2. Mathematics. Ten hours of college mathematics or seven and one-half hours of College Mathematics plus units of high school Mathematics.
 - 3. Social Studies. Fifteen hours in Social Studies with at least one course in each subject taught.
 - 4. General Science. Fifteen hours in Science with 5 hours in Physical Science and 5 hours in Biological Science.
 - 5. Agriculture. Fifteen hours in Agriculture with two and one-half hours in each of the following: Animal Husbandry, Plant Production, Soils and Farm Management.

NOTE: If subjects other than those mentioned are offered in third class high schools, the teachers must meet the same academic requirements as are set forth for teachers of those subjects in first and second class high schools.

ELEMENTARY TEACHERS.**Requirements:**

All elementary teachers employed after September 15, 1927 in first, second, and third class city, town and consolidated districts shall have completed a minimum of two years of college work in a standard institution prepared to give proper training for teachers.

All teachers employed in the elementary school after this date shall, insofar as possible, meet the specific requirements listed hereafter, and all teachers employed in the elementary schools after September 15, 1928 must meet these requirements in full.

All teachers now teaching in the elementary schools who do not meet these requirements shall be considered qualified to continue teaching in similar position in the elementary schools provided they attend school for at least a part of each year and complete at least six semester hours of credit.

Until all requirements herein listed have been met, the six semester hours completed each year should be selected from the courses listed hereafter.

I. Education 12 hours

Required Courses

1. Educational Psychology 2½ or 3 hours
2. School Economy for elementary teachers in high school systems or rural school administration and supervision for rural school teachers 2 or 3 hours
3. Elementary or rural Education, Observation and Apprentice Teaching 4 to 6 hours
 - (a) Kindergarten and primary Education including study of the curriculum, teaching methods, and observation for the first 5 grades.
 - (b) Elementary Education including study of the Curriculum, and curriculum materials available in rural environment, teaching methods and observation.
 - (c) Rural Education including study of the curriculum, and curriculum materials available in rural environment, teaching methods and observation.

Elective Courses.

1. Teaching in the Elementary School 2 or 3 hours
2. Special Methods courses in the Teaching of Art, Music, Public School Playground work, or any of the Elementary School subjects 2 or 3 hours
3. Child Psychology 2 or 3 hours
(This course should deal with the Physiology and Psychology of childhood with special reference to the Pedagogical principles involved.)

NOTE: The State Department of Education recommends that all elementary teachers have a two-hour course in Apprentice Teaching under Specialized Supervision. The Department reserves the right after due notice to make Apprentice Teaching a requirement for Elementary Teachers.

II. Academic.

1. Physical Education and Hygiene .. 2 hours
(All elementary teachers shall have completed a minimum of 4 semesters or 6 quarters of work in Physical Education with a minimum of 3 class periods per week, with or without credit, including a

complete Health and Dental Examination given sometime during the early part of the freshman year, and at least a two hour course in Hygiene treating of school and community.)

2. English, including Composition, speech and literature 7½ hours
(At least 5 hours will be required in Composition and the remaining 2½ hours may be selected from speech or literature.)
3. Social Studies 10 hours
(Five hours of American History is required. The other five hours should be American Government or Geography.)
4. Science 5 or 6 hours
(It is recommended that the science requirement be selected from Biology, Nature Study, General Science, Physiography, or Zoology.)
5. Public School Music 2 to 3 hours
6. Public School Art 2 to 2 hours
(The Department recommends that wherever possible, a course of college rank in Arithmetic be included in the remaining electives.)

**THE NEW ELEMENTARY COURSES
OF STUDY**

There has been a very positive revision of most of the courses of study and a light revision of the rest of them. In revising them, wherever any research of any kind could be found, it was used in determining the minimum essentials of the different courses.

First of all we set up some very definite principles to guide us in our work and we built up our courses of study accordingly. In brief, they are as follows:

1. The pupils should be thought of in terms of individuals and not in mass.
2. The pupils should be taught to get along with their fellows, so many situations should be provided where the pupils will learn to cooperate.
3. The achievement of the pupils should be in terms of the child's ability to do things, e. g. they should have the ability to read any book of third grade difficulty at the end of the third grade.
4. The learning process should be in terms of directed effort rather than haphazard learning.

Many of the courses are broken up into unit studies, e. g. agriculture and health education are outlined entirely on that basis. Some of the social science and elementary science is broken up the same way. A definite number of lessons are suggested for the completion of certain units and for providing certain types of work.

Agriculture covers two years of work rather than three. It is put in the seventh and eighth grades. Elementary science is taught in the first six grades. Geography, Hygiene and Nature Study are combined under that head for the first four grades.

Many changes have been made in the social science. No History is outlined for the first

two grades. Since the modern tendency in the best courses of study is to place European background for American History in the seventh grade, and since most of the county superintendents who sent in suggestions for the revision of the courses of study stated that the History for the sixth grade was too difficult for that grade we have placed European History in the seventh grade and have shifted American History with a little Civics into the eighth grade. With our present alternation scheme the "A" Class is supposed to take seventh grade work this year which is European Background for American History. Both grades in the "A" Class have had this History in the sixth grade using the old course of study so they will not take seventh grade History this year. Since the eighth grade has not had the American History it will have to take it this year. The seventh grade will not study eighth grade History until the even years (1928-29, 1930-31, etc.) so it should not study history with the eighth grade this year. It will either have no history at all or take it with the "B" Class. The latter is preferred since the outline for the fifth and sixth grades is quite different from the one outlined in the old course of study. The new course for these grades is outlined as cross-sections of the social and economic development of our country from colonial days to the present time. (The introductory statement on page 314 of the New Courses of

Study explains this quite fully.) Since there is no one textbook available to cover all of the course for these two grades it is suggested instead of each pupil's buying the same history text that they buy different ones and that they exchange with one another.

In Geography, a study of North America is outlined for the fifth grade. The Geography and History of Missouri is outlined for the first half of the sixth grade and a study of South America, Africa and Australia for the last half. European and Asiatic Geography are outlined for the seventh grade. Only a half year's work is outlined for the eighth grade, but it is suggested that it be taught throughout the year three days out of the week.

It should be noted that long division has been taken out of the fourth grade and put in the fifth grade. An explanation of this is found on page 125 in the new course of study.

Art appreciation is placed in the art course rather than the language course.

The course of study should be supplemented by the bulletins on "Health Education," "Character Education," "Caring for Individual Differences in Reading" and "How to Study." The first three of these bulletins will be distributed as soon as completed.

The bibliography for the general science course will be found on the last page of the new Courses of Study.

PERSEVERANCE WINS HONOR FOR A RURAL PUPIL

M. E. Selecman.

"IF AT FIRST you don't succeed, try and try again."

Many times have Margaret Courtney, 13-year-old rural school pupil of the Barnett School near Jameson, Mo. copied this in her writing book. In fact, she copied it so many times that she came to believe in it.

Now Margaret is \$150 richer because of her perseverance. Last year her determined "stick-to-it-iveness" paid her \$50 and a short time ago she received a hundred dollars in gold for having written the best vitalized agriculture notebook of any rural school student in Northwest Missouri in a contest sponsored by the Northwest Missouri State Teachers College at Maryville, Mo.

Three years ago her first notebook was written but failed to even place in the contest. Undismayed by discouragement over the hours spent in preparing the book, she entered the contest last year with renewed vigor and determination. When the judges tallied upon the score sheets they found that Margaret had won the

second place and an award of \$50 in cash.

Not satisfied with remaining a second-rater but pleased with the improvement she had shown, Margaret began last September to build a new notebook to conform to the new regulations for this year's contest. For nine months she literally lived with her notebook. Spare moments in school, evenings when lessons were finished, raining Saturdays, and spare Sundays were spent in writing, drawing, and revising her book.

Finally the volume of about seventy pages was completed and ready to send in. Many anxious hours were spent from the time the mail carrier took the notebook away until a letter came from Professor Bert Cooper of the College saying that Margaret's book had been ranked among the first six in the preliminary judging by A. Ross Fleetwood, Nodaway County farm agent, Miss Gertrude Fulcher, teacher of Jefferson City, Mo. and a former county superintendent, and Miss Harriett Schumann, rural school teacher of David City, Nebr.

These six books were then bundled up and sent to the editor of "School and Community," official magazine of the Missouri State Teachers Association, for final judging. After he had closely evaluated the books, checking them page by page, and added up the points, it was found that Margaret's books ranked the highest.

Perserverance had won again. Determination and hard work had paid another cash dividend. Miss Courtney's joy and gratification when she received the good news can hardly be described. The following night she slept little, got up at

Running Miss Courtney a close race and winning second prize was the notebook written by her classmate, Ramonia Thompson, of the Barnett School. This prize was the \$80 set of the "Book of Rural Life," in ten volumes, and given by C. D. Bellows, prominent farmer of Northwest Missouri and president of the Missouri State Fair Board. Mr. Bellows was present at the College Chapel and presented Miss Thompson with her award.

When two prizes are carried off by the same school in competition against all of the rural schools in nineteen counties in



Margaret Courtney



Helen White,
The Teacher



Ramonia Thompson

4 o'clock in the morning and about an hour later started to Maryville with her parents. At the College chapel that morning President Uel W. Lamkin of the College called her to the platform before twelve hundred students and presented her with \$100 in gold. The prize was given by C. J. Colden, city councilman of Los Angeles, a former editor and friend of the farmers in Northwest Missouri, who has given this same award for the past four years.

Northwest Missouri one begins to wonder who the teacher was. The teacher who coached the prize winners is Miss Helen White, who has taken much Vitalized Agriculture under Professor Bert Cooper at the Northwest Missouri State Teachers College and who has taught this school for four years. She is recognized as being one of the best rural teachers in this part of the state and certainly a leader in her county, according to Miss Irene O'Brien, Daviess County Superintendent. Last

year Miss White's school board increased her salary \$50 a month to keep her from taking another position.

The ranking of the other four in the six highest books was as follows: Third, Ruby Lorene Cotton, Burr Oak School, Mrs. F. L. Waggoner, teacher, Forest City; fourth place, Pearl Cotton of the same school; fifth, Elizabeth Burns, Harmon school, Mrs. Elizabeth Sims, teacher, Barnard; sixth place, J. P. McCoy, Excelsior School, Mrs. Lewis Schnabel, teacher, Jameson.

The winners of these contests have received considerably more than the cash value of their prizes. In her autobiography Miss Thompson wrote, "Should my notebook win a prize I would be happy

but if it does not I feel that I have been greatly benefited and happy in working on it." Miss Courtney wrote in her book, "Even though I do not win this time I have learned much from these trials that will have a lasting impression upon me." Since she won \$100 she is going to put the money to as good use as she did her \$50 last year and is going to buy more sheep. Last year she bought three registered Shropshire sheep and now she has eight and during the past year has made almost enough money to pay for one year in high school.

Both of these girls finished the eighth grade this spring and plan to attend high school this fall.

THE FIRST CONSOLIDATED SCHOOL IN MISSOURI HAS A BIRTHDAY

By Nora Hackley.

JUST TWENTY-FIVE years ago in a small community fifteen miles from Kansas City near a village called Hickman Mills was conceived the idea a high school was needed.

They had many persistent workers and through their efforts with the aid of their County Superintendent W. H. Johnson the first Consolidated High School of Missouri was organized.

The building was not completed until about October and the service of Mr. Tilden Young, who is now Dr. Young of Nebraska, was obtained and the boys and girls had their first taste of high school. It has "carried on" these twenty-five years.

On the night of the 20th of last May the former teachers, students, and patrons celebrated with a birthday party the twenty-fifth anniversary of this wonderful little school.

Speeches were made, conversation indulged in and everyone seemed to have enjoyed themselves to the fullest extent.

Mrs. Frank Witten who was teaching in one of the grade schools when the consolidation was organized and who is still teaching in the grades presided at the meeting. There were several notable

speeches from former teachers, county superintendents, and school board members. Each has grown since then but they are not the only ones who have grown, because today instead of one high school teacher as in former days the school has four. The building too has grown. It has a well equipped laboratory, a large auditorium, several classrooms, a large library and a Delco lighting system.

But getting back to the speakers, the first to be called upon was Dr. Tilden Young of Fremont who had driven from Nebraska for the party. He took us back to the beginning and showed us what rapid changes have been made in qualification of teachers in the past twenty-five years. He also made a comparison of educational advantages in Missouri and Nebraska. Along with his more serious talk he told of many little incidents that were the spice of life for those boys and girls who were in school at Ruskin, for this was the name which had been given the high school by Professor W. H. Johnson.

The next speaker was Mr. O. V. Slaughter who was one of the first school board members. He praised several men who had worked so diligently to make their school a success. Four of these men he

spoke of especially as having given the spiritual, scientific, aesthetic, and cultural ideal to the school.

Mrs. Earl Whitely who was a member of the first graduating class and at one time taught in the school told of the many difficulties in getting the activities of the school started, such as lecture courses, athletics and literary work.

Prof. W. H. Johnson of Manchester School of Kansas City related his experience as County Superintendent in overcoming the many objections to the consolidation and finally convincing the patrons it was what they needed.

Prof. J. F. Blyholder who is now superintendent at Raytown led the community singing. Two of the former students have reached a high standard in the musical world, Ruth Slaughter Barry who played a piano solo and Mrs. D. E. Hopcraft, who gave a vocal selection.

Dr. H. A. Phillips, Head of the Agriculture Department of the C. M. S. T. C. at Warrensburg made the closing talk. He taught Ruskin High School the second, third and fourth years of its existence. He said he had been asked to talk on the future of consolidation but preferred to reminisce so he told many interesting experiences that they had in those pioneer days.

There were several other former teachers there who were asked to make a two minute talk. After this a few patrons expressed their appreciation for what had been done for their children.

Those who taught at Ruskin High School last year were Prof. C. A. Burke, Superintendent; Miss Treda Gross, Principal; Miss Callie Phillips and Mr. D. B. Clausen instructors.

Everyone left with the wish that the next quarter of a century will be as kind to "Ruskin" as the past one has been.

HIGH POINTS OF THE N. E. A. CONVENTION

Seattle's Beautiful Spirit

Anna M. Thompson, Kansas City, President of Classroom Teachers.

THE BEAUTIFUL spirit of courtesy and hospitality shown by Supt. Cole and the Seattle teachers was surely one of the "High Points" in the Seattle meeting.

How cordially every suggestion was met and with what care for details was every plan carried out.

We shall long remember how valiantly Misses Mayme Stoecker and Edith Post, the presidents of the Grade Club and the High School Club respectively, labored to perfect all our plans for the Classroom Department.

I am sure no one who attended the meeting can ever forget the beauty and fragrance of the profusion of flowers placed fresh each day in our rooms, at our meeting places, and in our banquet halls.

Those who had an opportunity of visiting the receiving station at Central School marvelled at the perfection of the system

through which Miss Stoecker and her assistants received the flowers, made them into thousands of corsage and larger bouquets, and distributed them at railroad stations, steamer docks, or wherever guests were to be found.

The flowers were contributed by members of Parent-Teacher Associations, and many neighboring cities also sent offerings. No floral establishment could boast of a greater assortment or a more beautiful display of blossoms than could be seen at Central School during the entire week of the convention. No matter how many were distributed, the supply seemed inexhaustible.

Others will report on the "flow of wisdom" but I wish to express our appreciation of the thoughtful and carefully carried out plans for our happiness and comfort by the Seattle teachers while we were guests within the gates of that beautiful city.

Tacoma Entertains for N. E. A. Delegates

Grace Collins, Kansas City.

ON FRIDAY afternoon, July 8th, the citizens of Tacoma entertained five hundred delegates of the N. E. A. A chartered boat met the visitors at Coleman Dock attended by a delegation of Tacoma teachers who greeted the guests by pinning on one more ribbon badge, thus adding to the accumulated decorations of the delegates. (But who cared for the close resemblance to a walking "totem pole?") On board the boat a band composed of boy musicians from Tacoma's High Schools rendered a program of music. Above the sound of the music arose the chatter of Miss Massachusetts meeting Miss California and the introduction of Prof. Blank to Miss Adair of Va., the newly elected classroom President of the N. E. A.

Soon all were lost in admiration of the beauties of Puget Sound and Mount Tacoma in the distance. Past pine covered islands with the stately Olympic Mountain range lying in the background, the boat brought its load of guests all too soon, to Tacoma.

At the dock one hundred and five "Courtesy" automobiles were waiting for delegate passengers and when cars were filled a sightseeing trip was made to the beautiful Lake Region, where dwell the millionaire residents of upper Puget Sound County.

Harmony, Independence, Teachers Homes

Genevieve Turk, President, M. S. T. A.

LEADING educators termed the meeting at Seattle the most harmonious in the seventy year life of the Association, while the public press lauded the teachers as at last having come out from behind the blackboard and having acquired a national viewpoint.

The meeting was certainly harmonious as there was only one candidate for president and the Claxton report was voted a subject for deferred action.

The Claxton report which proposes to reduce the representative assembly from a body of 1700 to a body of 500 will doubtless cause interested discussion in our House of Delegates at our State Association meeting in November. N. E. A. delegates were told to go home and get the ideas of their local organizations on this

The first stop was made at "Thornwood" the beautiful estate of Mr. Chester Thorne. A half hour was spent enjoying the magnificent Italian gardens and grounds surrounding the English mansion. The second stop was made at the Tacoma County Club House and the drive continued through the many other beautiful lakeside estates, and then back to Tacoma for a trip over the city. It was with an air of much pride that the citizens pointed out the many fine public school buildings of Tacoma.

At six o'clock the drive ended at Point Defiance Park where the five hundred delegates were served a sumptuous "al fresco" dinner by the members of the various Parent-Teacher Circles of Tacoma schools. The tables were arranged along the beach, so a lovely sunset view might be enjoyed as well as a view of "the mountain." Supt. Geiger of Tacoma schools and his teachers proved most admirable host and hostesses, visiting from table to table extending the greetings of the city. At nine o'clock the boat stopped at Defiance Dock to take the happy visitors back to Seattle. The moonlight ride on the Sound will long be remembered as will the hospitality of Tacoma teachers.

By the way, did we call that mountain Mount Rainier or Mount Tacoma?

Harmony, Independence, Teachers Homes

Genevieve Turk, President, M. S. T. A.

reduction of the national representative assembly. Dr Claxton said, "This legislative body, the general assembly, because of its growth, has become more of a passive listening body rather than a legislative body. If we are to keep it a deliberative legislative body, then we must decrease its size."

As a matter of fact, could a body of five hundred be any more deliberative in action than a body of seventeen hundred, and would not the whole tendency be to lessen the democratic participation of classroom teachers?

"Educational independence," the note sounded by Dr. Henry Suzzallo, was the one that echoed more than any other through the various sessions. The specific question raised by Dr Suzzallo—whether

governors and other office holders, elected on a partisan political basis shall be allowed to exercise unlimited control over educational institutions by appointing and dismissing regents, and whether legislatures shall refrain from saying what shall and what shall not be included in courses of study was felt to be one that will have increasing prominence at meetings of educational associations, both of the nation and of the several states.

The efforts of Olive M. Jones of New York to found a home for aged teachers are going forward. Her dream includes not only a national home for teachers but also a teachers' home in every state. She

also wants a home where convalescent teachers may go. Many teachers return to work too soon after an illness because they cannot afford to go to a convalescent institution—thereby ruining their health and sometimes losing their lives.

So highly does the N. E. A. Executive Committee regard her work and her plans that they have voted that the fund which is slowly gathering to start this project shall be called the Olive M. Jones Fund.

It is hoped that Missouri will see fit to take some action in aid of this most worthy movement in November.

“Roses for the living rather than wreaths for the dead.”

Report of the National League of Classroom Teachers Association

By Amanda P. I. Kennedy.

THE NATIONAL LEAGUE of Classroom Teachers' Associations should not be confounded with the Classroom department of the N. E. A.

The interests of classroom teachers are so many and so varied that the two organizations are really complimentary; and therefore form a fine working basis.

The Classroom department of the N. E. A. is an integral part of the latter organization, whereas the League is an independent body.

Membership in the N. E. A. is based on the individual; in the League it is on associations or clubs. An association embodies within it the force that comes from unanimity of members.

The League signifies an independent attitude in things educational and thereby has a place in educational organizations that no other place can fill.

The atmosphere of this body is conducive to free expression on the part of its members and lends itself readily to unhampered effort in research work and in the efficient reporting on the same. It becomes a clearing house for exchange of ideas.

Another important fact is that the League publishes its own organ by means of which the work above referred to may reach others and inspire them to help along the good cause, which in the finale means promoting the welfare of the child. The interests of the teacher and the child cannot be divorced.

The members of one Classroom organization are usually also members of the other. On account of this relationship the League strengthens the prestige of the Classroom department of the N. E. A. Officers of the League have been invited to appear before committees of the N. E. A. to discuss vital problems. They accepted the invitation. Again let me repeat the League occupies a place no other can fill.

The two meetings of the League were among the most interesting that I attended. The last meeting was a happy combination of business and social nature. The dinner was a suitable ending to the Convention.

Reports and discussion were on the following subjects: Social, Professional, and Economic Status of Teachers; Educational Legislation; Educational Ideals and Course of Study; Membership; Constitutions of Teachers Voluntary Organizations; Organization and Activities of State Classroom Association; Finances of Teacher Organizations; Teacher Rating in the United States; The Radio and Education; Ethics of Leadership and, Symposium on Teacher Organization.

Miss Ethel Gardner was elected president for the ensuing year.

Let me again place before you the “raison d'être” for the League: gives notice of unanimity of purpose; membership based on associations or clubs—not on individuals. The two classroom organizations are not divergent; not being af-

filiated with the N. E. A. and economically independent of that organization, the League creates an atmosphere which makes for free discussion of things educational.

The League has its own publication and directs educational trend. It strengthens the prestige of the Classroom department of the N. E. A.

Delegate Representation to the N. E. A.

By Nell E. Lain, Pres. Kansas City Teachers Club.

AS THE MEMBERSHIP to the N. E. A. has now reached such vast proportions being almost 200,000, and as the problems of the majority can only be studied and understood by an adequate representation, it is essential that the report presented by P. P. Claxton, Superintendent of Schools, Tulsa, Oklahoma should be given the most thoughtful attention. His theme was a "New Basis for Delegate Representation to the N. E. A."

At the Philadelphia meeting in 1926 there were 1124 delegates apportioned as follows: superintendents 314, principals 174, secretaries 23, classroom teachers 586, and unclassified 27. This delegation showed an increase of more than 100% in the number of delegates for the past five years, making quite a large legislative body at the present time.

Double representation is now possible as stated in the By-laws:

Article II, Sections 6, 7, 8. State delegates. "Each affiliated State Association shall be entitled to elect one delegate and one alternate for each 100 of its members or major fraction thereof up to 500 such members and thereafter one delegate and one alternate for each 500 of its members."

Local delegates. "Each affiliated Local Association shall be entitled to elect one delegate and one alternate for each 100 of its members or major fraction thereof."

"An active member may be counted in two affiliated associations and no more; and one of these shall be the state association."

The change suggested by the committee would eliminate this duplication and would also reduce the number of delegates as here set forth:

Article II, Section 5. "Each affiliated State Association shall, together with the Local Affiliated Associations within the State, constitute a state unit and as such shall sit in the Representative Assembly."

Article II, Section 10. "The Representative Assembly shall be composed of the President and twelve Vice-Presidents of the N. E. A. and 500 delegates elected from the several states in the proportion which the number of their active members in N. E. A. bears to the total number of members of the Association provided every state shall be entitled to at least one."

The delegates for each state are to be apportioned to local associations who shall name such delegates and certify them to Secretaries of State Associations for election. The smaller affiliated organizations may make nominations and the State Associations shall elect the number of delegates to which this group is entitled. The election of delegates to which the state shall be entitled because of N. E. A. members who are not members of local associations shall be provided for by state associations in a manner consistent with the Charter and By-Laws of the N. E. A.

Great difficulty was encountered in considering these changes as it was necessary to have them harmonize with the By-Laws and Constitution—an instrument which does not harmonize with itself according to the study made by the committee. Although other changes are recommended, the matter of representation is the crucial revision which calls forth certain questions:

Might this place too much power in the State Associations?

Isn't it better to have the N. E. A. come more directly in contact with its active members? Our United States Senators are now elected by the people at large rather than by State Legislatures.

Whereas a large representation may be unwieldy, would not such a small representation largely under the control of the State Associations hamper the efforts at democracy which are having such a struggle to survive in our N. E. A.? As the number becomes so very limited, does not the opportunity for securing sufficient

representation for the various departments become greatly abridged since those engaged in administrative positions have sometimes undue influence and au-

thority? This question will be acted upon at the summer meeting next year thus making an immediate and efficient study of the problem highly desirable.

The Conference of Superintendents

W. H. Martin, District Superintendent, Kansas City.

THE CONFERENCE of Superintendents was to me one of the high points of the Seattle Meeting. This conference was conducted by Superintendent Gwinn of San Francisco, who is also president of the Department of Superintendence.

Ten minutes were allotted to each speaker and when the time limit was up Mr. Gwinn called a halt. This procedure gave variety, interest and life to the discussion; in fact, it seemed to imbue each speaker with a flaming purpose. The result was that each speech was to the point. There was very little waste material and the speeches followed each other at a rapid firing rate. Thus a lively and sustained interest was kept up throughout the conference.

The following subjects were discussed:

1. Supervision of Elementary and Secondary Education in City systems.
2. How much supervision is enough?
3. To what extent may a well organized course of study reduce the need for supervision?
4. How may supervision be made impersonal and less obvious?

Many phases of supervision were brought out in the discussion of the above topics,—the Administrative phase, Inspec-

tional phase, Special Subject phase, Tests and Measurement phase, and the supervision of class room instruction were all touched upon and a few of them dwelt upon in the discussions.

The last named topic—supervision of classroom instruction—interested me most as my work is principally in that particular field. It has been my feeling all along that supervision must have an inspirational side, that teachers and even pupils should feel the **uplift** which should come from the superintendent's or supervisor's visits; that in addition to studying the teacher in her classroom procedure and the technique of teaching, giving suggestions and help where and when needed, the visits should leave the teacher, if possible, with the desire and determination to do or continue to do the very best kind of teaching. Then, the visits of the superintendent or supervisor, should help to so influence the pupils that they will be anxious to do their best at all times and to so deport themselves in a pleasing and acceptable manner.

The discussions of this conference emphasized, among other phases, this particular phase of supervision, that personal contact with the teacher in her daily work is fundamental and essential in good and successful supervision.

Dr. Winship's Address

Eugene Fair, President of Ne. Mo. S. T. C., Kirksville.

THE ONE "High Point" in the convention which appealed to me most was the brief address of Dr. A. E. Winship which he made in taking the place of Bishop Hughes. Without being cynical, without abuse, he exposed the schoolmaster and the school which is not aware of the individual needs of its pupils. He showed through a very informing example how a delinquent boy was made over by finding what that boy's chief legitimate interest was and then encouraging him to pursue it until he had many interests. Dr. Winship is more than eighty years of age,

but in this address he showed not only the vigor of youth, but his unlimited faith in children. He showed how the proper kind of education would eliminate crime and poverty, and make people happy. More power, therefore, to this mentor in education, who is able as a "pinch hitter" to tell thousands of school people and make them understand that our education system does not exist for its own sake, but for the development of such lives as will do away with crime and poverty, make a good living and be joyful in their efforts.

Vocational Guidance

E. D. Thomas, Secretary of Manual Training Club
of Negro Teachers, Kansas City.

DR. A. E. WINSHIP was called upon by President Blair to address the general session, Sunday, July 3, because of the inability of Bishop E. H. Hughes, of Chicago, to appear. Dr. Winship's extemporaneous talk was brief but to the point showing that the aged educator had spent years of study and investigation upon the subject. His talk dealt with Vocational Guidance.

"Give every boy and girl an achievement that has a thrill in it," says Dr. Winship. This statement altho brief contains advise which if actually accomplished would greatly reduce school disturbances caused by truancy, inattention, and pupils in general who are dissatisfied with school life as they now find it. The above advise might well be followed by every teacher, whatever his subject, and if successfully followed it will surmount many teaching obstacles. It is human

nature to desire thrills. It holds for youth as well as adults and the prospect of a thrill will undoubtedly sustain interest which is so essential in successful teaching.

"A boy is worth more than a curriculum" is another pointed statement which is being advocated by the more progressive educators. Human tendencies differ. It is hard to realize now, but the time will come when the curriculum will allow for the individual needs without sacrificing the fundamentals.

"Most juvenile crime is committed by boys bored with regular school work," Dr. Winship, no doubt, has statistics to prove this latter statement.

Dr. Winship's talk was an excellent lesson in Vocational guidance and placement and deserves one's serious consideration. The other prominent speakers and the music of the entire convention are especially to be commended.

The Junior College

O. G. Sanford, State Department of Education.

ON THURSDAY afternoon in the Department of Secondary Principals, C. S. Morris, President of the Modesta Junior College discussed the "Junior College Development in California."

The Junior College in California was made legal by an act of the State Legislature in May 1921. It provides that the people in high school districts having adequate financial resources and a sufficient population to draw from, may establish junior colleges subject to the approval and under the general control of the California State Board of Education.

Before a junior college may be organized a survey must be made to ascertain if the assessed valuation of a proposed district is high enough to justify the additional tax levy, to determine if there are enough high school graduates within the jurisdiction of the proposed junior college to justify such an organization, and if these two conditions are satisfactory the proposition is then submitted to a vote of the people concerned. After the first year of the establishment of a junior college, state subsidy is received in proportion to the size of the school and the number of teachers employed.

The report shows that in 1920-21 there

were in the state of California approximately 1500 junior college students, or about 11 per cent of the high school graduates. In 1925-26 there were 5772 students in the junior colleges, or about 24 per cent of the high school graduates. This fact alone is evidence of the growing popularity and increased sentiment for the junior college organization.

When the first junior colleges were organized there was some question in the minds of the leaders in the senior colleges of the state as to whether the establishment of junior colleges would not lower the scholastic standing of the third year students. After the colleges had become well established comparisons were made and the reports from both the University of California and Leland Standford show the students having had the first two years of work in junior college on a par with students who had the first two years in the senior college, and in some instances the records of the junior college students are better than those of the regular senior college students.

Mr. Morris is of the opinion that the 6-3-3-2 Plan will gradually be developed into the 6-4-4 Plan as is being experienced at the present time.

"Climate" Broadly Connoted

W. A. Gore, Supt. Webster Groves.

GIVING the favorite Pacific coast noun its broadest connotation we will say that the high point of the convention was "climate." The speeches were good and some of our favorite orators were at their best but what they said got mixed up in our memories with snow capped mountains, clear rivers and roses. Yet, the meeting was just right. Seattle entertained us in her best style and she knows how. "Guest" automobiles were plentiful for sight seeing trips, information was easy to get and Mr. Ordinary Citizen was always ready to guide the tenderfoot.

The newspapers of Seattle covered the

Less of Commiseration

C. A. Greene, Supt. St. Joseph Schools.

IN REFERENCE to the N. E. A. meeting at Seattle permit me to say that I was pleased to note less of the self-commiseration expressions in the program than I have ever noted before. The teachers, in the last ten years, have gradually assumed more definitely the attitude of being members of a profession. And, like other professions, in late years, the members of the teaching profession have sin-

meeting the best we have ever seen. They caught the spirit of the convention and wrote that instead of just "news."

Then too, those clear cool days gave us a surplus of good feeling. Good fellowship existed and smiles predominated. People got acquainted and talked and laughed.

Everybody had a good time but they have a right to. Teachers need rests. A joker said that an education is like an automobile—the upkeep is the hardest. If we must always continue going to conventions we hope they will be similar to the one at Seattle and have "climate."

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in providing for the Republic's defense can only be secured when economic stress is removed from the ranks of the profession; when his or her social welfare is so provided for as to give the teacher a community standing that will give him or her a feeling of intrinsic personal worth and self confidence; when in return for the Nation's interest in the teacher's economic and social welfare, the teacher will be enthusiastic in her own professional improvement and welfare. Attention to these three factors will not only improve

the tenure of service in the profession but will also improve the efficiency of the service rendered by the teacher to the public. I feel that not only was this theme of the convention lofty and personal but that it set forth more clearly the ideals of the profession than has ever been done before in any of our summer meetings.

The Seattle Convention will long be remembered as the most inspirational, for the professional teacher, that has been held in many years.

"Democracy" and "Cooperation"

D. M. Webb, Kansas City.

AT THE N. E. A. meeting **democracy** and **coöperation** seemed to be the watchwords in all the sessions of the various departments. With such a feeling among the different groups, it seems, however, that the representative assembly did not quite live up to that sentiment. An effort on the part of the superintendents to be autoeratic appears, evidently, in Resolution I, Article VII: "That appointment of teachers and of all other employees be only upon nomination of the superintendent of schools." How much better had the resolution been "That appointment of teachers and of all other

employees be upon nomination of the superintendent of schools by and with the advice of the principals and others who are held responsible [or at least who should be held responsible] for the success of the school in which the teacher or other employee is placed"!

A principal should be as capable of judging a teacher as is a superintendent. If the principal is held responsible for the success of his school, why not give him a chance to gather about him a group of teachers who will help him to achieve success? After all, it is the principal who must do the greater part of the judging.

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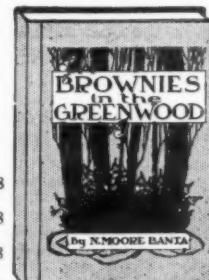
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The High Point of the Commercial Program

E. F. Killam, St. Louis.

THE MAIN THEME of the speakers on the program of the department of Business Education of the National Education Association, was a plea for a closer co-operation between the business man and the school. Dr. Sutton in his address "The Place of Commercial Education in the City Educational Program," told of the work that is being done in the schools of Atlanta, Georgia in the way of part time commercial work, where the pupils worked a part of the time in the business office and the rest of the time in the school. The work of the pupils in the office is followed up by the school and

credit is given for it. In this way the school gets in closer touch with business and learns what the business man wants and where the pupils are weak; they are then able to correct this weakness and thereby fit the pupil to be a more efficient worker in the office or other business position.

It was the feeling of the speakers throughout the program that the commercial work should do three things; train the boy or girl to be an efficient worker in the business world, train him to make better use of his leisure time and train for character.

Greatest Benefit is Opportunity

E. Marion Wilson, St. Joseph.

"THE OUTSTANDING Benefit Conferred upon Teachers by Our Boards of Education" was the topic talked upon in three minute speeches by ten teachers chosen from different sections of the country.

It was most interesting to hear the opinions of a number of people as to what things are considered of prime importance in their different communities. These prized benefits were named, sabbatical leave, municipal pension funds, allowance

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for personal illness and accumulation of the allowance when not used, differences in salary paid to men and women (this was considered a doubtful benefit), single salary schedule, teacherages, group insurance, and a contract to teach. This last point was made by a Dallas teacher. She considered it the greatest benefit because it gives us the privilege of instructing the youth of our country.

These short talks followed an address by Augustus O. Thomas, President, World Federation of Education Association, who

closed his address by saying, "A public half or less informed will be against new policies, but well informed, it will assist."

It seems quite true that the greatest benefit conferred upon us as teachers is our opportunity to do constructive work for the future remembering that "the uneducated man is not he who cannot read or write or count or spell, but he who walks unseeing, unhearing, uncompanioned and unhappy, through the busy streets and glorious open spaces of life's infinite pilgrimage."

ABOUT BOOKS

Raymond W. Settle.

IN "HISTORY'S Most Famous Words," by Mrs. Chetwood Smith (Lothrop, Lee and Shepherd: Boston, \$2.50) a praiseworthy attempt has been made to preserve for all time certain words and phrases which denote intense dramatic moments in the lives of those who gave them utterance. "Don't give up the ship," "The die is cast," "These are my jewels," and many others are given each with its authentic historical setting.

"The Mind of Rome," edited by Cyril Bailey (New York: Oxford University Press) is an effort to present a picture of the Roman outlook upon life by means of specimens of Roman literature. The plan of the book deals with each of the great branches of the literature of that people, showing how it developed and the phases through which it passed. Very valuable for the student of Roman history and life.

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In "Virgin Spain," by Waldo Frank (New York: Boni and Liveright, \$3:00) some remarkably fine pen pictures of modern Spain are given. The author states that his book may be considered a Symphonic History of the country and its inhabitants. Without a doubt this is one of the truest and most sympathetic pictures of Spain ever drawn.

"The Public Mind," by Norman Angell (New York: E. P. Dutton, \$3.00) is likely to give the average, complacent minded person a severe jolt. The book is a presentation of a series of pictures showing the Public Mind of England and America at work. Almost every page contains challenging statements and some of the conclusions at which the author arrives are startling to say the least. As an indictment of the human race for madness it is a note-worthy achievement,—and the uncomfortable part of it all is that the author seems to have proved his thesis.

Recent additions to Everyman's Library, E. P. Dutton Co. New York are "Poems and Prophecies of William Blake," with an introduction by Max Plowman, "The Poems of Charles Kingsley," introduction by Ernest Rhys, and "Anglo-Saxon Poetry," selected and translated by Prof. R. K. Gordon. This library, which now includes 800 titles, needs no introduction to the reading public.

The latest addition to "The Modern World" series of histories is "England," by William Ralph Inge. (New York: Charles Scribner's Sons. \$3:00). In this the Gloomy Dean gives his country to searching analysis and draws the conclusion that her future is not so assured as some of his compatriots think. This is a worthy and worth while volume, even if the Dean does take to the pulpit and deliver homilies to his fellows.

"The Harvest of the Years," by Luther Burbank and Wilbur Hall, (New York: Houghton Mifflin Company, \$4.00) is more or less of a satisfactory biography of one of the most interesting characters this country has ever produced. The name "Burbank" has been so long upon the lips of Americans that this volume will be given a hearty welcome. As an index to the character, life, and methods of the great scientist the volume is invaluable.

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Gordy: *American Explorers*
Gordy: *Stories of Early American History*

GRADES 5 and 6

Gordy: *American Leaders and Heroes*
Brooks: *The Boy Emigrants*
Gordy: *Colonial Days*
Dodge: *Hans Brinker*
Pyle: *Merry Adventures of Robin Hood*
Maddox and Parkins: *Our Trees and How They Serve Us*
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Pyle: *Otto of the Silver Hand*
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"My Life With The Esquimos," by Vilhjarmur Stefansson, (New York: Macmillan Company, \$2.50) is an abridged edition of the former and larger work. This is an account of the journey across the North American continent at the Arctic Circle upon which the blond or copper Esquimos were discovered. The book is crammed with details of Arctic life, manners, and customs.

"Sword and Candle," by Sidney Herschel Small (Indianapolis: Bobbs-Merrill Co., \$2.50) is a fascinating story of how Rivera, a Spanish official in the early days of California led a party of soldiers, colonists, and cattle north from San Miguel in Sonora, across the desert and the Rio Colorado to San Gabriel.

"Mysteries," by Knut Hamsun, (New York: Alfred A. Knopf, \$2.50) is a study in the "utter and incurable solitariness of the human creature." To those who love their fiction done up in a psychological pill this volume will be a constant delight. It is full of tragedies which tug at the human heart and will be acclaimed by Hamsun's innumerable admirers as one of the best books of the year.

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NEWS NOTES

COLLEGE AND H. S. ANNUAL CONTEST

The Department of Fine Arts of the Missouri State Teachers Association will hold a contest for college and high school annuals at their meeting in St. Louis, November the eleventh. All colleges and high schools in the state are urged to submit entries. Annuals will be judged for art work executed by pupils and for general artistic qualities. The committee in charge is planning to display the annuals at the Coliseum. For information and entry blanks write Miss Edna Braun, care of Educational Museum, 3640 North Market Street, St. Louis, Missouri.

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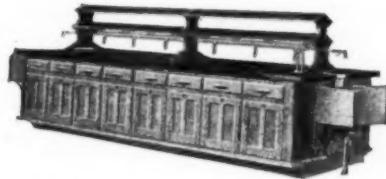
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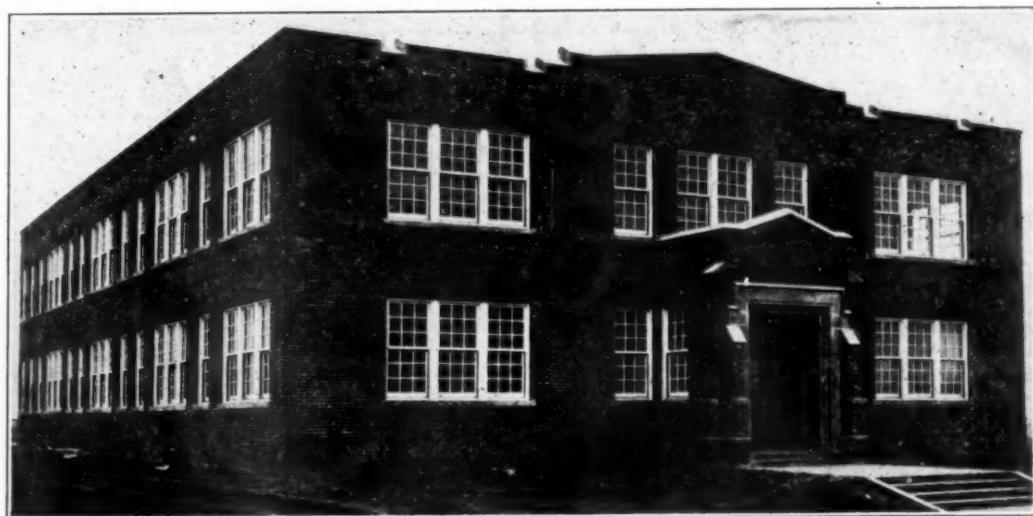
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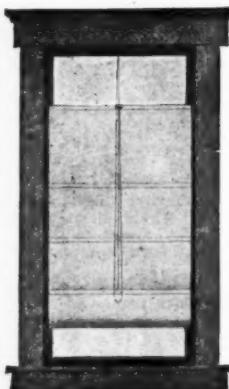
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